



STUDENT HANDBOOK 2016



Adelaide | Brisbane | Canberra | Melbourne | Perth | Sydney
Sydney Korean | Distance Education (English & Korean)



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Australian Institute of Family Counselling

aifc Student Handbook
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From the Founder

On behalf of aifc (Australian Institute of Family Counselling) I welcome you to our counselling training program.

The aifc counselling training is presented as a three-year package, which conforms to other recognised counselling training programs. However the aifc package is unique in that it will culminate in the Graduate Diploma in Counselling and Integrated Psychotherapy (Spiritual).

The three year program is accredited with the Psychotherapy and Counselling Federation of Australia (PACFA). The first and final years are accredited with the Australian Counselling Association (ACA). This places aifc well ahead of other counselling training programs in Australia.

Once counsellors become a graduate/clinical member with ACA or with a PACFA member association they are eligible to be included on the Australian Register of Counsellors and Psychotherapists (ARCAP), which is available to the public. This provides excellent career opportunities in the high-growth counselling industry as well as in private practice, clinics and the church.

PACFA and ACA are presently arranging for appropriately qualified counsellors and psychotherapists to be issued with private health fund provider numbers. The industry associations are also lobbying the Federal Government to have the profession included under the Australian Government's medical benefits scheme, enabling clients to receive rebates from counselling through their health funds.

In addition to counselling training, another purpose of the training is to restore, equip and mobilise individuals and families for the great commission—discipling nations. In being part of this great work, aifc is simply a servant of the local church. It is God's work not ours and it is thrilling to be part of something that He is distinctly prospering.

The disciples had three years of intensive training by Jesus. The training that is essential to effectively carry out God's will in ministry is never more needed than in counselling; intervening into the lives of other people is serious business.

One of my favourite Bible passage in this regard is, Blessed be the Lord my Rock, who trains my hands for war and my fingers for battle (Psalm 144:1).

Everything for God depends upon redemption in Christ Jesus through his blood (Ephesians 1:7). Restoration, reconciliation, enrichment and equipping can only proceed from this platform. This is given a central place in this course.

As it is generally accepted that you cannot help another person beyond where you are yourself, emphasis in the training program is placed on personal development. I believe that during the course you will experience the help of the Holy Spirit in making you a healthier and stronger Christian and therefore a more effective minister of reconciliation in a needy world. May you be blessed as you allow God to do this wonderful work in you, so you can also be a blessing to others, and fulfil your call to advance Gods Kingdom.

Students come from a diverse range of Christian backgrounds with differing beliefs. I encourage you to analyse and evaluate the material as it is taught and apply it to your own denominational setting.

You will find this handbook of great assistance as you proceed through the course. I encourage you to study it, become thoroughly acquainted with it and make full use of it. The table of contents and the very comprehensive index will help you find information quickly.

We are available to help you. Please do not hesitate to contact your assessor, Assistant Director, Regional/Program Director or the aifc national office if you need further information or assistance.

Dr Bruce Litchfield



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How to use this handbook

Welcome to aifc - Australian Institute of Family Counselling

The Directors and staff of aifc thank you for choosing the aifc counselling training program. It can be safely said that this is the most accredited and popular Christian counselling training organisation in Australia. You will be trained to counsel not only Christians but also non-Christians. When you complete our Diploma you can become a member of the Australian Counselling Association (Level 1). Upon completion of the Advanced Diploma you will be well qualified as a counsellor. After completing three years of study (full time study) you will become a family therapist, meeting the basic requirements for counselling training established by the Psychotherapy and Counselling Federation of Australia (PACFA).

aifc meets the Standards for Registered Training Organisations (National VET Regulator): <http://www.comlaw.gov.au/Details/F2013200167> and competency based training (CBT) programs of the Australia Skills Quality Authority (ASQA): www.asqa.gov.au

This handbook is something that you should carefully study, use throughout the entire course of study and retain in your records for future use. It sets out full details of aifc and its policies, code of ethics, staff, fees, learning outcomes and student rights and responsibilities.

As you undertake each unit of your selected course, you will be provided with a Learning and Assessment Guide that will outline all the details of the unit including assessment tasks.

Handbook structure

This handbook is made up of two sections:

Part A describes the courses and assessment policies
Part B gives an overview of aifc and its policies.

Course dates

Please visit our website to find the Seminar and VET FEE-HELP census dates for your local centre. It is advised that you place the dates in your diary immediately to ensure your availability.

Students' Portal

The aifc portal is a single logon location for you to interact with aifc's IT systems. This includes:

- Communication with your assessor (including accessing and submitting your assessment tasks) in aifc's Learning Management System.

Detailed instructions on how to use these systems will be provided during your orientation.

Part A - courses and assessment

Course structure

The four courses offered by aifc are:

Years 1 and 2:

- 10486NAT Diploma of Counselling (Christian)
- 10487NAT Advanced Diploma of Counselling and Family Therapy (Christian)
- CHC51015 Diploma of Counselling – integrated in 10486NAT and 10487NAT

Year 3:

- 10134NAT Graduate Diploma in Counselling and Integrated Psychotherapy (Spiritual)

The 2016 course structure and units appear below:

- 10486NAT Diploma of Counselling (Christian)

Students commencing the Diploma course will undertake the course below (note: New part-time students will undertake 'Year A' units only, while Full-time students will undertake Year A+ B units)

Term	Part Time Year	Unit of Competency
Diploma of Counselling (Christian)		
1	A	COCCDF501A Apply Christian discipleship foundations
1	A	COCALS595A Apply active listening skills from a Christian perspective
1	B	COCTPS502A Integrate theories of theology, psychology and spirituality relevant to counselling
1	B	COCTMP505A Evaluate theories and models of psychotherapy
2	A	CHCCCS019 Recognise and respond to crisis situations
2	A	CHCCSL002 Apply specialist interpersonal and counselling interview skills
2	B	COCRED530C Apply redemptive truth in counselling
2	B	CHCLEG001 Work legally and ethically
3	A	CHCMHS001 Work with people with mental health issues
3	A	CHCCSL001 Establish and confirm the counselling relationship
3	B	CHCCSL007 Support counselling clients in decision making processes
3	B	COCCBT520A Evaluate and apply Cognitive Behaviour Therapy
4	A	CHCDIV002 Promote Aboriginal and/or Torres Strait Islander cultural safety
4	A	CHCDIV001 Work with diverse people
4	B	CHCCSL003 Facilitate the counselling relationship and process
4	B	COCGCM512A Apply the aifc General Counselling Model

Students receive 10486NAT Diploma of Counselling (Christian)

10487NAT Advanced Diploma of Counselling and Family Therapy (Christian)

Students undertaking the Advanced Diploma course will undertake the course below: (note: New Part-time students in 2016-Year will undertake 'Year A' units only)

Term	Part Time Year	Unit of Competency
Advanced Diploma of Counselling and Family Therapy (Christian)		
1	A	CFTRFP610A Evaluate and apply models of relationships, family and parenting to therapy
1	A	CFTMFT625A Use a specific model of family therapy
1	B	CFTSMT645A Apply stress management in therapy
1	B	CHCCSL004 Research and apply personality and development theories
2	A	CFTATC604A Apply theology in counselling
2	A	CFTCFT691A Conduct family therapy with an individual
2	B	CHCCSM005 Develop, facilitate and review all aspects of case management
2	B	CHCCSL005 Apply learning theories in counselling
3	A	CFTCFT692A Conduct family therapy sessions with families
3	A	Elective
3	B	CHCFCS803B Provide grief and loss counselling
3	B	Elective
4	A	CFTADD655A Provide therapy for clients with addiction issues
4	A	Elective
4	B	Elective
4	NA	CHCCSL006 Select and use counselling therapies

Students receive 10487NAT Advanced Diploma of Counselling and Family Therapy (Christian)

2016 Advanced Diploma Electives include:	
CHCFCS802B	Provide relationship counselling
CHCFCS804B	Provide therapy to children and young people
CFTMDS650A	Evaluate and apply therapy for mental disorders
CFTABS665A	Provide therapy for issues relating to abuse
CFTSEX675A	Provide therapy for clients presenting with sexual problems

10134NAT Graduate Diploma on Counselling and Integrated Psychotherapy (Spiritual)

Students undertaking the Graduate Diploma course will undertake the course below: (note: New Part-time students in 2016-Year will undertake 'Year A' units only)

Term	Part Time Year	Unit of Competency
Graduate Diploma of Counselling and Family Therapy (Christian)		
1	A	MTMBUS702A Provide strategic leadership
1	B	IPSETH804A Work with complex contemporary and ethical issues in integrated psychotherapy
1	B	Elective
2	A	IPSCM801A Evaluate, synthesise and apply a variety of counselling or psychotherapy modalities in counselling practice
2	A	IPSSCP803A Manage own self-care in professional practice
2	B	BSBRES401 Analyse and present research information
3	A	IPSNMC802A Evaluate, synthesise and apply a new model of counselling or psychotherapy
3	B	IPSSUP805A Provide professional supervision to supervisees
3	B	Elective
4	A	Elective
4	A	Elective
4	B	BSBRES801A Initiate and lead applied research

Students receive 10134NAT Graduate Diploma in Counselling and Integrated Psychotherapy (Spiritual)

2016 Graduate Diploma Electives include:	
CHCFCS802B	Provide relationship counselling
CHCFCS804B	Provide therapy to children and young people
CFTMDS650A	Evaluate and apply therapy for mental disorders
CFTABS665A	Provide therapy for issues relating to abuse
CFTSEX675A	Provide therapy for clients presenting with sexual problems
CHCGROUP807B	Implement group interventions
IPSTRA806A	Provide counselling support in response to trauma reactions and critical incidents
IPSPTS807A	Determine client need and provide complex case management services
IPSPSY808A	Evaluate and apply common psychotherapeutic approaches and spirituality
IPSCSP809A	Apply Christian Counselling to common spiritual issues
IPSIST810A	Synthesise a relevant biblical theological perspective and integrate into the counselling process

The overall objective of the courses is to teach basic counselling skills and a general model of Christian counselling in the Diploma, a model of family therapy in the Advanced Diploma, integrating theology, psychology and spirituality, and an intensive practical application with specialised leadership skills in the Graduate Diploma.

Your progress through the course

The aifc courses are designed to take our students on a very intentional journey, comprising of 6 month blocks that we call 'seasons'.

Diploma of Counselling (Christian)

- 1) Cornerstone (months 1-6)**
We lay the foundations with Jesus himself as the cornerstone. We explore your personal discipleship journey, basic counselling skills, ethics and God's redemptive work in the life of the believer. Our guiding text is Ephesians 2:19-22.
- 2) Equip (months 7-12)**
We introduce you to a specific model of counselling and the basics of Cognitive Behavioural Therapy. We look at working with those who are suicidal, those from other cultures and some introductory interventions around depression and anxiety. Our guiding text is Ephesians 4:11-13.

Advanced Diploma of Counselling and Family Therapy (Christian)

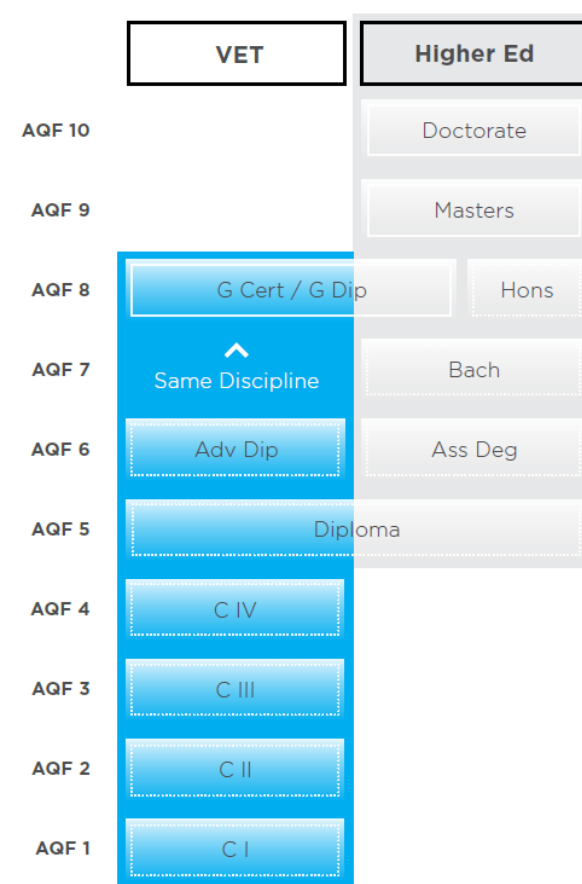
- 3) Plunder (months 13-18)**
We dig deep into the world of psychology including learning and personality development theories. We introduce you to stress management and a model of working with families. You start counselling a Diploma student under close supervision and learn the basics of case management. Our guiding text is Ex 12:35-36.
- 4) Sent (months 19-24)**
Jesus had a season where He sent his disciples, so we have a transition season to prepare you for vocational work as a counsellor. You engage with external clients under external supervision. In this season you start to explore specialised topics of interest as well as covering foundational work with addiction, grief, loss and with families. Our guiding text is John 20:21-23.

Graduate Diploma of Counselling and Integrated Psychotherapy (Spiritual)

- 5) Refined (months 25-30)**
You are no longer a student in training but a colleague doing professional development. We go on a journey of professional and personal refinement from counsellor to therapist - exploring new clinical approaches, grappling with contemporary ethical issues and learning specific leadership skills. Our guiding text is Daniel 11:33-35.

- 6) Lead (months 31-36)**
Through elective choices, professional practice and a research project, you are becoming a subject matter specialist in a particular therapy area. We take you through an externally accredited course to teach you to be a supervisor. Our guiding text is Judges 5:6-9.

Australian Qualifications Framework Levels



Professional recognition of aifc's courses

aifc offers one of the very few Counselling course/s that are recognised by the Australian Counselling Association (ACA) and the Psychotherapist and Counselling Federation of Australia (PACFA). Each of these organisations has different standards that must be met. Where these standards conflict, aifc meets the higher of the two:

Australian Counselling Association (ACA)

The ACA has 4 levels of membership:

- Level 1 membership recognises very basic skills and aifc's Diploma of Counselling (Christian) remains one of the very few that are recognised by ACA for membership at this level.

- Level 2 membership can be attained by any Level 1 member who completes sufficient supervision and professional development
- Level 3 membership requires completion of a higher education degree
- Level 4 membership is attained by any Level 3 member who completes sufficient supervision and professional development

Psychotherapist and Counselling Federation of Australia (PACFA)

Unlike ACA's 'multilevel' membership, PACFA membership is far more 'in' or 'out'. To be 'in', PACFA requires the completion of a three year program of study. aifc students meet this requirement by completing an institute approved articulation made up of Diploma (1 year) + Advanced Diploma (1 year) + Graduate Diploma (1 year). Upon completion of the three year pathway, students may become "Interns" with PACFA. They remain this way until 200 counselling hours (with 50 hours of supervision) is completed at which point they become 'Graduates' and are able to be listed as a counsellor with PACFA. Further professional experience allows the Graduate Member to become a Clinical member. It should be noted that PACFA is a federation of numerous member bodies (including the Christian Counselling Association of Australia - CCAA). CCAA's website provides a "find a Christian Counsellor" function. To be listed with them requires PACFA membership.

Australian Register of Counsellors and Psychotherapists (ARCAP)

ARCAP is a joint initiative of ACA and PACFA. Any clinician who is a member of either of these two bodies will automatically appear on the ARCAP register.

Summary

aifc's courses are recognised in the following way:

- Diploma of Counselling (Christian) attains Level 1 ACA membership
- Advanced Diploma of Counselling and Family Therapy (Christian) attains no additional external recognition
- Graduate Diploma of Counselling and Integrated Psychotherapy (Spiritual)

- PACFA recognition can only be achieved by completing all of aifc's three-year training program
- Students who complete the Graduate Diploma (by direct entry with a prior undergraduate course) will only be able to achieve ACA Level 1

Students are strongly encouraged to become student members of ACA or CCAA during their Diploma studies. Advanced Diploma and Graduate Diploma students are required to become members in order to help attain relevant insurances for counselling practice.

Entry requirements

All students who wish to undertake an aifc training course must:

- Obtain a Working with Children Check relevant to their State's legislative requirements
- Be over 18 or have completed a Senior Secondary Certificate and have minimum language skills.

Applicants to the Advanced Diploma and Graduate Diploma must also meet admission requirements outlined in the 2014 PACFA Training Standards.

These state that students entering an accredited course of study need to demonstrate self-awareness, a relational capacity, ethical behaviour and an ability to reflect on and learn from experience and feedback.

With respect to the Graduate Diploma, there are two pathways for entry:

- 1)** Prior completion of an aifc Advanced Diploma. Students who have fully or partially completed the aifc Graduate Certificate will enter the Graduate Diploma on the basis of their Advanced Diploma and receive recognition of prior learning assessed on a case by case basis for their Graduate Certificate and other vocational experience.
- 2)** Holding another undergraduate (or higher) qualification in theology (e.g. Theology, Ministry, Christian Studies, Divinity) or mental health (e.g., Psychology, Counselling, Social Work) field demonstrating prior competence in counselling skills, grief and ethics.

Term dates

aifc operates on the basis of four terms each year of approximately ten weeks duration. Each term commences with an intensive training seminar or workshop. The academic year starts on the first day of the first term. This means term one starts on the first day of the first seminar, term two starts on the second seminar and so on. The seminars are held at slightly different times in different places, the term dates are not identical around Australia. Where possible, term dates are designed to allow for a one or two week break in the middle of the year. See the aifc website for seminar and VET FEE-HELP census dates and details regarding your study location.

What the courses involve

The courses emphasise personal application and growth, as well as personal equipping—through training and the activities described below. Being competency-based, students will be trained in counselling skills and to effectively use a counselling and family therapy model. More information can be found in the relevant Handbook Supplements.

Diploma and Advanced Diploma

Intensive seminars—Diploma and Advanced Diploma students attend four intensive three-day training seminars at the start of each term. At the end of each year, students attend a further day for final assessments.

Note: Distance Education students are not required to attend these seminars.

Tutorial groups—for the Diploma and Advanced Diploma, students are allocated to staff facilitated tutorial groups that meet during the intensive seminars for support and practical assessment.

Small home groups—two small home groups are held each term for skills practice and personal support.

Graduate Diploma

Workshop—most units in the Graduate Diploma commence with a one day workshop delivery of course content including role play and modelling through 'fish-bowl' demonstrations as well as support and practical assessment and feedback. These workshops will coincide with Diploma and Advanced Diploma seminars at existing centres. Some assessment will be done at the one day workshop, however most will occur after the workshop and be submitted via Moodle.

Online—each of the workshops will also be accessible online. This may take the form of students live-streaming the workshop over the internet in real-time or it may include students accessing the content later via video. The post-workshop assessments will be the same as for the face-to-face workshop students; however students who take units online will need to do additional assessment to cover the assessment that is undertaken during the workshop.

Intensive—intensives can be thought of as multi-day workshops. The key difference being that the majority of assessments are intended to be completed by the end of the intensive. Units offered by intensive will not be offered on-line which means that all students who undertake the Graduate Diploma will be required to travel to and participate in these intensives.

Seminar—seminars are delivered as part of aifc's Diploma and Advanced Diploma program. Students who wish to undertake these units as electives have the option of joining these seminar sessions by arrangement with the Regional Director.

Action/reflection—these units involve students finding (or creating) and participating in their own 'action-location' such as a homeless shelter, soup kitchen, women's refuge, or therapy group. Students reflect on their action location based on topic content with which they are provided to complete assessment tasks.

All courses

Mid-term study group—in various locations throughout Australia, aifc arranges and facilitates a study group in the middle of each term. Attendance at these is optional, however, hours will be recorded and added to the tally of 'person-to-person' training hours for each student who chooses to attend.

Learning partner—during the Diploma and Advanced Diploma students work with a learning partner for group work and to provide peer support.

Assessment tasks—which are completed between teaching segments, include weekly journaling, written assessments, counselling skills assessments (often video recorded) and other assessment tasks.

Counselling practice—throughout the courses, you will have the opportunity to apply the counselling skills you have been learning. In the Diploma you will practice counselling skills with your classmates. In the first half of the Advanced Diploma you counsel a Diploma student. In the second half of the Advanced Diploma and throughout year three you counsel external clients. All counselling is done under supervision.

How many hours a week are needed to do the assessment tasks?

The course has been accredited as a full time course involving 20 hours of training a week for 40 weeks each year. You will need to spend at least this amount of time in course contact hours, written and other assessment tasks and supervised counselling and family therapy. Part-time students can expect approximately 50% of this time commitment. Some will do the assessment tasks in less time than that and some will take longer.

If you have not recently studied, you will probably need to spend more time initially as you develop your reading and study skills.

It becomes easier as you get more familiar with the assessment tasks. Even so, full-time students generally need to be able to set aside ten to fifteen hours a week to satisfactorily complete assessment tasks.

The learning journey

If you have not done any training or study for many years don't worry, our staff are highly committed to helping you. Others of you may be very capable in academic work and some will even have university degrees. aifc courses are not simply comprised of academic exercises. A strong emphasis is also placed on personal application and competency in counselling skills. Learning and application, which lead to growth, are essential to the Kingdom of God. Jesus learned obedience (Hebrews 5:8) and Jesus grew (Luke 2:52).

Dealing with fear

If you, like some others, experience an emotional response of fear in relation to learning and assessment (the fear of failing an assignment) it is suggested you do the following:

Thank God for the response: 'My brothers and sisters, whenever you face trials of any kind, consider it nothing but joy, because you know that the testing of your faith produces endurance; and let endurance have its full effect, so that you may be mature and complete, lacking in nothing.' (James 1:2-4 NRSV)

Remember that fear can stimulate faith: 'O Most High, when I am afraid I will put my trust in you.' (Psalm 56:3). Speak to the Lord about your fear and ask him for revelation about its origin and for wisdom about how to deal with it and if necessary have some counselling. Seek the support of your assessor and others in your tutorial and small support groups.

Areas of controversy and tension

The field of counselling is one that can generate a good deal of controversy. The developers of the course have sought to present a middle-of-the-road approach to counselling as free of obvious controversy as possible. The course content has been very carefully compiled. Everyone has their own views on doctrine and practices based on their worldview.

You may disagree with some of the teaching and this is alright. We do not have a monopoly on truth. We simply present truth as we understand it after very careful research. All that is asked from you is that you carefully evaluate the material before God and be prepared to change your view if necessary. We want to avoid contention over doctrine (2 Timothy 2:23-26).

Processing

Like any worthwhile counselling course, this course is highly experiential. Many matters will arise which you will find challenging. It is possible that deep unresolved issues will come to the surface, requiring some attention. It must be kept in mind that not every issue that arises has to be resolved immediately. Healing is a process and often a life-long journey.

While each student is personally tutored and coached by staff during the year, this is not counselling. If you need further help you are therefore strongly encouraged to peruse the following avenues:

- self-counselling (working through issues by following the counselling and therapy model taught)
- the skills training and support groups
- counselling by a fellow student as part of the counselling practicum
- Diploma students are expected to receive counselling from an Advanced Diploma or Graduate Diploma student as part of their course
- individual counselling/therapy by a qualified outside therapist (strongly recommended)

Time management

The academic team at aifc have spaced the assessment tasks throughout the terms to allow you adequate time to complete them all. But if you have problems in the area of time management and self-discipline, we suggest that you use a timetable and keep to it and make yourself accountable to somebody.

If you are struggling with completing the assessment tasks in a satisfactory manner your assessor will provide you with as much support as they reasonably can. If you are still not able to reach the standard of competence required, especially in the practical assessment tasks you will need to discuss with your assessor whether you should continue the course. Ultimately, you are responsible for deciding whether or not you need to withdraw from your course.

Successful completion of a prior qualification does not automatically guarantee an offer of place into the Advanced Diploma or Graduate Diploma. In accordance with the entry requirements of the courses, applicants will need to demonstrate:

- self-directed application of knowledge
- independent judgement and decision making
- application of technical skills, and
- some fundamental human capacities (defined in the PACFA Training Standards) such as:
 - self-awareness
 - relational capacity
 - ethical behaviour
 - maturity including the ability to receive challenging feedback

Perseverance (tenacity)

We believe that you have been divinely guided to come and complete this course. Even so, you will need to persevere and be tenacious (endure)—two special Christian qualities. We are available to encourage and help you achieve in this. The enemy will be very active to divert and discourage you. Who is going to win the day? (Luke 14:28–30).

The Bible makes it plain that if you believe that the Lord has called you to be trained (discipled) in a certain area and you have counted the cost and have stepped out in faith in obedience to him he will give you grace to complete it (Philippians 4:19).

Sacrifices will have to be made to complete any accredited course of this nature. Do keep in mind that the short-term sacrifice leads to long-term gain.

Learning and teaching resources

The following learning and teaching resources are used by aifc in the training program:

- unit readers containing core knowledge and content
- relevant text books as directed
- class interactive teaching sessions by staff and visiting teachers
- class demonstrations and role plays
- tutorial groups, regular one-on-one mentoring and coaching of students by aifc staff
- assessed written assessment tasks, various skills, counselling and therapy reports, triad skill exercises
- journaling
- small home group meeting during term for peer support and skills practice
- counselling and family therapy and supervision by a qualified supervisor
- attendance at three Twelve-Step Groups and reporting on them (Advanced Diploma)
- DVDs and/or videos on various topics

Learning skills

aifc's course is designed to grow its students as learners (as well as counsellors). In the first term of the Diploma the course is designed to accommodate learners who have limited study skills and/or have not been students for quite some time. Opportunities for further extension and exploration are provided for students who commence with quite accomplished learning/study ability. Each term the course material, delivery and assessment becomes increasingly more challenging as the 'academic' ability of the students progresses. Toward the end of the Advanced Diploma students will have developed the independent learning skills expected of an AQF level 6 Student.

Competency - based training and assessment

aifc's competency based training model of learning focuses on outcomes (the ability to actually do specific tasks according to an industry standard). Assessment is undertaken continuously and consists of a range of approaches relevant to the learning outcomes sought.

Assessment of units will be either competent (C) or not yet competent (NYC). Competency is defined as having the knowledge, skills and attitude to perform a task.

Assessment of elements of competency and performance criteria

A minimum of two, preferably three or more forms of evidence shall be gathered for each performance criteria within each unit—for example, a written assignment, assessment by the assessor in the tutorial group and the journal. Telephone, video and other forms of evidence are occasionally used by assessors to assess students with specific learning needs and DEP students.

Assessment of counselling skills is done by the assessor assessing a student's skill in triads, role plays, counselling exercises, during counselling of a fellow student in the Diploma courses and external clients with Advanced Diploma and Graduate Diploma students through audio/video recordings. A specific skills assessment form is used for assessing skills.

Other activities are also used such as peer feedback in small home groups and self-assessment, but these are not recognised as official assessments in competency-based training. They simply assist in the training and enable students to practice their skills prior to formal assessment.

Assessment guidelines

During the assessment process the following will be taken into consideration:

- Were the instructions followed? Even if you believe that your way is a better way, you must complete all assessment tasks in accordance with the instructions provided.
- Have you thought through and understood your material (evaluation)?
- Is your work thorough and complete?
- Have you related the material to your life, where appropriate?
- Have you related the material to counselling and therapy, where appropriate?
- Is your work neat and presentable?
- Have you kept within the word limit?
- Have you correctly acknowledged (referenced) where you got your material?
- Was your assignment sent to the assessor on or before the due date?

If you are having problems understanding any of the directions, please do not hesitate to ask your assessor.

Your assessment will be graded against your knowledge (facts), skills and application of the knowledge and skills relating to the topic and context.

Assessment will be in accord with the AQF level of the course (i.e. Level 5 for the Diploma, Level 6 for the Advanced Diploma and Level 8 for the Graduate Diploma). At the higher AQF levels a higher standard of evaluation of the topic by the student will be expected than in the lower levels.

Assessment of written assignments

Written assessment tasks **must** be formatted correctly before submission:

- File type – Word Document
- Size 12 Font
- Single spacing
- Use headings where appropriate (when answering a question, you can use the question as the heading)

Written assignments for each unit must be completed within 10 percent either side of the specified word count. If the word count of your assignment is above or below the 10 percent allowance, you will be required to resubmit it.

Assessment by video recording

Gerard Egan, creator of the "Skilled Helper" Model, in his discussion of what makes a good Training Program for helpers, states that "The use of video to provide feedback is essential" (pg v The Skilled Helper).

aifc makes use of video for assessment purposes. In order to facilitate this, students must create a Vimeo account that they are responsible for. Client confidentiality is protected in three ways:

- 1) Each video has a unique link that is only known by the student and the assessor
- 2) Videos are password protected – note that any video submitted for assessment that is not password protected will be deemed Not Yet Competent due to breach of client confidentiality requirements
- 3) Videos are removed by the student immediately after assessment

Students are required to purchase a Vimeo Plus license (approx. \$70 per year) to upload files. <https://vimeo.com/store/plus>

To speed the upload, it is recommended students purchase a video compression program to make the file size smaller. We recommend HandBrake. <https://handbrake.fr/>

Moderation of assessment tasks

Students' assessment tasks are moderated from time to time by other aifc staff, to ensure accuracy and consistency. Staff may keep a copy of your assessed assignment for this purpose.

Presentation of assessment tasks

Assessment tasks will be submitted through the Learning Management System (Moodle), Vimeo upload or demonstrated in person to an accredited assessor.

Resubmission and reassessment of assessment tasks

If your first attempt at an assessment task is considered to be not yet competent (NYC), or if you have exceeded any prescribed word limit in the assessment task you will be asked by your assessor to resubmit the assessment task or undertake an alternate assessment within a short specified period (maximum of one week). The first reassessment will be provided free of charge.

Any further reassessments will come with a reassessment fee. Please refer Other Fees section in the aifc Fee Table on page 19 for more details.

Late submission of assessment tasks

Assessment tasks are spaced evenly throughout the term, and must be submitted by the prescribed date.

If you work on them evenly throughout the allocated time, you will be able to complete them, even if you are not accustomed to an academic workload. You cannot move on to the next term if the prerequisite unit is not satisfactorily completed.

In cases of personal or family sickness, or other exceptional circumstances, a Moodle message must be submitted to the student's assessor prior to the due date and a medical certificate forwarded (if requested). As counsellors we are called to help others and we cannot do so if we are not well ourselves. Students with continuous long term sickness that is impacting their ability to complete the coursework will be encouraged to reduce to a part-time load or defer their course until they are well enough to recommence.

Requests for extensions, outside of emergency situations, should be directed to the student's assessor via a Moodle message with reason for request. The assessor will refer to the Assistant/Regional Director who will decide on an extension period of a maximum of one week.

Aifc may choose to apply a \$65 administration/marketing fee for each time each assessment task is not submitted on time.

Continuous late submission of assessment tasks

The following procedures have been put in place for repeated late submissions:

- A \$65 administration/marketing fee for each time each assessment task is late. Failure to pay this fee can ultimately lead to disconnection from aifc systems until the fee is paid
- A meeting with the Regional/Program Director to discuss continued enrolment in the course
- Allocation of the student to a different assessor
- Delayed course completion where units cannot be commenced as a result of pre-requisite units not yet being completed
- Inability to continue into subsequent courses based on poor self-awareness and personal immaturity (PACFA standards 1.1.2 and 1.1.5 respectively)

Failure to meet assignment deadlines is a matter of self-discipline, which is an essential quality for any professional person.

Referencing your assessment tasks

If you use someone else's published ideas (citing) or their exact words (quoting) you must simply acknowledge that fact by stating where it came from—this is called referencing. Plagiarism, which is the use of another person's material and ideas and passing it off as if it was your own, will be viewed seriously and the assessment of the assignment affected accordingly – please refer to our [Academic honesty and dishonesty](#) section on page 22 of this document.

For the Diploma and Advanced Diploma you are free to choose your preferred referencing style, but you are expected to apply your chosen style with consistency. American Psychological Association (a variation of the Harvard style) is preferred. Graduate Diploma students will need to adopt the APA referencing style.

The University of Melbourne 're:cite' website can be found at <http://www.lib.unimelb.edu.au/recite/index.html> and provides an excellent overview of the various referencing styles as well as a simple, three step process to help you reference just about any type of source using your preferred style.

Students who require more information regarding the APA referencing style are encouraged to visit www.apastyle.org which includes an option to purchase a Publication Manual.

Required reading

Compulsory reading s are part of the course, particularly in the latter stages. In fact, many of the assessment tasks are drawn from the content in the recommended books.

The unit readers are provided to you as part of your resource and admin fee. The remaining required texts must be obtained by you. The latest editions of the book must be used.

The total cost of books required for the Diploma would be approximately \$400, and for the Advanced Diploma would be approximately \$500.

Obtaining books

You will need to buy most of the books that are required reading. It is recommended that all reference books be retained for further use after graduation.

Official aifc Online Bookstore

aifc have teamed up with Koorong Books to create an Online Bookstore which caters for each of our courses. aifc's Online Bookstore can be accessed through our website, or you can visit directly through the following link.

<http://www.aifc.com.au/reading-list-2016/>

Make sure you order your books well in advance because some are difficult to find or may not be in stock—especially with the numbers of students doing the course.

Other Book retailers

Christian bookshops and online suppliers include:

- Word Bookstores—Books can be ordered at www.word.com.au/aifc. Word will give 15% student discount for textbooks and resources to aifc staff and students. You will need to mention this in store and show Student ID card or acceptance letter at point of sale or on web orders.
- Local Christian bookshops can order books on your behalf.

Other bookshops and online suppliers include:

- www.amazon.com
- www.bookdepository.com
- www.fishpond.com.au (most texts available at considerable discounts)
- University Co-op Bookshop, 80 Bay Street, Broadway, NSW 2007 Tel: 02 9325 9666, Fax: 02 9325 9667, Email: bay@coop-bookshop.com.au
Most university campuses have a Co-op Bookshop open to anyone. For a small fee become a member for life and access discounts.
- PSYCHOZ Publications and The Human Condition Bookshop, Level One, 288 High Street, KEW, Vic 3101 - Tel: 03 9855 2220
Website: www.psychotherapy.com.au
- The Written Word, 99 York St, Sydney, NSW 1230 - Tel: 1800 636 748

Both Christian and secular books may be ordered through one of the numerous internet bookstores. It is suggested that you shop around, prices and availability vary considerably.

The Bible

As you are doing a Christian counselling course it is necessary for you to use for your assessment tasks and bring with you to all seminars a good study Bible, such as the:

- New King James Version (NKJV)
- New American Standard Version (NASV)
- New International Version (NIV)
- New Revised Standard Version (NRSV)
- New Living Translation (NLT)
- English Standard Version (ESV)

ID cards and student discounts

You will be issued with an ID card at the commencement of the course.

Most bookshops will give a student discount if you present your student ID card.

Your ID card may also entitle you to other discount benefits such as transport and movies.

Libraries

To assist you in furthering your knowledge and in doing some assessment tasks we recommend you use the many libraries available in your area (public, municipal, technological, university, etc.). Many theological libraries allow external members which normally includes access to worldwide catalogues of journals and other periodicals.

As an aifc student, you will be able to access a rich variety of periodicals via:

- ProQuest religion database
- ProQuest psychology database

Part B - Australian Institute of Family Counselling Ltd

Australian Institute of Family Counselling Limited (aifc) is a professional training organisation engaged solely in counselling and family therapy training. Its primary objective is to offer superior counselling training at reasonable cost to the Christian community. As a multi-denominational organisation it is not connected with any specific Christian denomination.

aifc is one of the pioneers in counselling in Australia. The training program commenced in 1992 and has expanded to 6 centres throughout the country with some 700 students currently being trained in Christian counselling each year.

The organisation administration is operated through the aifc National Office in Canberra, with training centres in Adelaide, Brisbane, Canberra, Melbourne, Perth, Sydney (in English and Korean), Distance Education (including many overseas students), Korean Distance Education and an International Student Program based in Sydney.

aifc is committed to multiplication and in late 2007 helped launch the Ugandan Institute of Family Counselling (UIFC) based on the aifc program. aifc continues to assist UIFC in running their courses. Fifty students recently graduated in Uganda having completed courses conducted by UIFC.

Intensive teaching seminars are conducted in well-equipped conference centres that provide excellent professional services. Directors and their Assistant Directors have been trained and appointed to conduct the course in their respective local centre.

aifc is an independent public company limited by guarantee registered under the Corporations Act 2001. (Its registered provided number is 88037.) An advisory panel of industry experts advise the aifc Training Committee.

aifc meets the Standards for Registered Training Organisations (RTO) 2015 established by the National VET Regulator (NRV), competency based training of the Australian Skills Quality Authority (ASQA) and the requirements of the VET Provider Guidelines of the Australian Department of Education and Training.

Accredited national course codes

Nationally recognised and accredited course codes are as follows:

- 10486NAT Diploma of Counselling (Christian)
- 10487NAT Advanced Diploma of Counselling and Family Therapy (Christian)
- 10134NAT Graduate Diploma in Counselling and Integrated Psychotherapy (Spiritual)

A brief history

The courses commenced in 1992 as a ministry of Bruce and Nellie Litchfield in response to several requests by church leaders. They were birthed out of much personal toil, many years of intensive input both in Australia and USA, a deep God-given passion for the health and restoration of families of the world and many years of professional marriage and family therapy practice.

In 1994 they were brought under the banner of Youth With A Mission (YWAM) and the courses became government accredited. In 2001 the courses were taken out of YWAM to be conducted by the newly formed Australian Institute of Family Counselling Ltd. The courses were reaccredited and the Diploma was upgraded to an Advanced Diploma of Counselling and Family Therapy (Christian). The Vocational Graduate Certificate was added in 2010. The name Vocational Graduate Certificate was changed to Graduate Certificate in 2013.

In 2014 the Diploma and Advanced Diploma Courses were re-accredited for a further 5 years. Whilst these courses retain all the content and teaching of their earlier versions, additional material was added based on Industry advice and the courses were restructured to incorporate numerous units of competency from the Community Services Training Package. The upgraded industry Diploma (CHC51015) was integrated into aifc courses in 2016.

In 2015, upon advice from industry, aifc chose not to re-accredit the Graduate Certificate but instead develop a Graduate Diploma in Counselling and Integrated Psychotherapy (Spiritual) for accreditation with ASQA. This accreditation was completed in December 2015 and the Graduate Diploma commenced in 2016.

aifc vision and values

Mission statement

Equipping individuals and families to heal the nations

Purpose statement

The principle purpose of aifc is to provide education in counselling and family therapy in view of the healing and enrichment of the family as a basic unit of society in Australia and elsewhere.

The purpose:

- 1) is implemented through providing excellence in Christian family counselling training in Australia and other nations.
- 2) is in obedience to the command of Jesus Christ to 'Go and make disciples of all the nations' (Matthew 28:19).
- 3) involves both prevention and therapy. Prevention means demonstrating and teaching God's principles of marriage and family, before breakdown occurs.

Family therapy occurs when breakdown has occurred and is a ministry of reconciliation (2 Corinthians 5:18–20). These aspects of the training involve:

- teaching of biblical principles of marriage and family, so people will no longer call evil good, or good evil, who put darkness for light and light for darkness; who put bitter for sweet and sweet for bitter (Isaiah 5:20)
- teaching on family systems—on how families operate—the functional and the dysfunctional; specialised training in counselling and family therapy, in view of the restoration of broken and hurting individuals and families
- teaching and helping families to become 'world Christians' and be involved in the fulfilment of the great commission of making disciples of all the nations
- professional counselling training at the lowest cost possible to the Christian community
- middle-of-the-road, mainstream approaches to counselling drawing from theological, psychological and spiritual perspectives
- multiplying the vision throughout Australia and to other nations and to make it available to the poor and disadvantaged peoples of the world.

Foundational values

Since the commencement of this counselling training program in 1992, we have established certain biblical core values and principles that have served as our spiritual foundations. The combined strength of these values has strongly influenced the nature, character and growth of aifc and will continue to do so into the future.

The following list of foundational values has been compiled by the founders and directors of aifc.

- 1) aifc is called to make God known through modelling, training and counselling. All our activities should contribute toward the goal of discipling the nations. Counselling is considered to be a very important part of the process of discipling (Acts 13:2–3, Genesis 12:1–3, Matthew 28:19–20, Romans 10:9–18, 15:18–21).
- 2) aifc recognises the Bible to be God's inspired and authoritative word and relies upon the Holy Scriptures as the standard for life, teaching and ministry. Obedience to the word of God is the evidence of our commitment to Jesus' Lordship (Hebrews 4:12, 2 Timothy 3:16, John 8:31–32, 2 Timothy 2:15).
- 3) aifc is called to value and respect each individual. We believe that all individuals from all cultures have distinctive contributions and callings (Genesis 1:27, Psalm 139:13–16, Galatians 3:28, 1 Corinthians 12:4–31, Acts 13:1–3, Ephesians 2:19–22, 4:4–7).

- 4) aifc recognises the value of the family as the basic unit of society. Healthy families make healthy communities. We affirm the importance of fathers, mothers and children all sharing a commitment to serve God and humanity. We support the necessity for each individual family to be a strong and healthy unit and a safe and secure place to nurture children. The institution of marriage was intended by God to be a permanent life-long relationship between a man and a woman, regardless of all trials and stresses that may occur. Children are a heritage from God and parents are accountable to God for raising, protecting, shaping and preparing them for a life of service to God. All human life is of great worth and significance in all its aspects from conception to the grave (Deuteronomy 4:9–10, 40, 6:67, 32:46, Proverbs 31, 1 Timothy 3:4, and Ephesians 5:26–6:2).
- 5) aifc is multi-denominational, interdenominational and international in its scope. We believe that cultural, racial and theological diversity are positive factors that contribute to its health and growth (Matthew 24:14, Ephesians 4:1–16, Revelation 7:9).
- 6) aifc recognises both the spiritual (specific) and natural (general) revelation of God. Truth is known not only through God's word but also through creation, which means we can thankfully draw upon psychology where it does not conflict with the word of God (John 1:18, Luke 10:21–22, Romans 1:20, Psalm 19:1,2, Ecclesiastes 3:11).
- 7) aifc is committed to doing, then teaching, according to Jesus' example. We affirm the importance of living a concept, theory or belief in personal experience as essential to passing it on to others (Ezra 7:10, Acts 1:1, Philippians 4:8–9, Colossians 3:1–17, 2 Peter 1:5–10, Micah 6:8).
- 8) aifc affirms the importance of the local church and seeks to serve it, support it and promote unity among all God's people. We endeavour to work in partnership with other believers, building bridges among Christian leaders, churches and other Christian counselling training organisations for the fulfilment of the Great Commission (Philippians: 1:3–5, 1 Thessalonians 1:2–10, Ephesians 3:8–10).
- 9) aifc is called to servant leadership. A servant leader is one who honours the calling of his or her followers and guards their rights and privileges. Just as Jesus served his disciples, we stress the importance of those with leadership responsibilities in aifc, serving those whom they lead in a similar manner (Luke 17:7–10, John 13:12–17, Mark 10:42–45).
- 10) aifc is called to practice generosity and to model and teach the spirit of generosity in all we do (Romans 12: 8–13, 1 Timothy 5:17, 6:18, Philippians 4: 17–18, Luke 6:38, Acts 20:35 Psalm 112:5, Proverbs 11:24–25).

What we believe (statement of faith)

- 1) The Bible is the inspired, infallible and authoritative written word of God (2 Timothy 3:16, 2 Peter 1:19-21).
- 2) There is only one God, eternally existent in three persons—God the Father, God the Son and God the Holy Spirit (Matthew 28:19, 2 Corinthians 13:14).
- 3) We believe in the deity and lordship of Jesus, his perfect humanity, his miracles, his vicarious and atoning death, his bodily resurrection, his ascension to the right hand of the Father and his personal future return to the earth in power and glory to establish his eternal kingdom.
- 4) God created human beings in his image and his plan for them is to have eternal life through Jesus Christ; and although all have sinned, he has made salvation possible through the death and resurrection of Jesus and that repentance, faith, love and obedience are fitting responses to his initiative of grace towards them (John 3:16, 36, Acts 20:21, 26:17–20).
- 5) God's desire is that every human being be saved and understand the truth (1 Timothy 2:4).
- 6) We believe in the blessed hope—the rapture of the church at Christ's coming (1 Thessalonians 4:17), in the resurrection of both the saved and the lost, one to everlasting life and the other to everlasting damnation (John 11:25–26, Revelation 21:7–8).
- 7) Regeneration by the Holy Spirit is essential for personal salvation (John 1:13, 3:3, 1 Peter 1:23).
- 8) The fullness of the Holy Spirit is God's will for the Christian (Acts 2:4, Luke 11:13, Ephesians 5:18).
- 9) We believe in the sanctifying power of the Holy Spirit by whose indwelling the Christian is enabled to lead a holy life, experience the fruit and gifts of the Spirit and accomplish Christ's last commandment to 'Go therefore and make disciples of all the nations' (Galatians 5:16, 22–25, 1 Corinthians 12:8–10, Matthew 28:19).
- 10) We believe in the importance of the church as the body of Christ and the Christian's involvement in the local church (1 Corinthians 1:2, 12:13, Ephesians 4:11–16).

The logo change



The original aifc logo was designed to emphasise the major objectives of the aifc training program. The main platform of the training program is a balanced integration of theology, psychology and spirituality. The rising sun indicates a new day dawning in Christian counselling and family therapy training (the rising sun). This involves a commitment to raise the general standard of Christian counselling in Australia and other nations to a standard of Excellence.



In 2014, the aifc brand was refreshed. We have kept the key aspects of the logo that describe who we are and what we do including the name, the three key words 'theology /psychology/spirituality' and the triangle. The triangle is softened by the ribboned blue circle depicting wholeness. The logo is in lowercase to emphasise the aifc brand.

Distance education and flexible learning

Flexible learning and assessment

Considerable flexibility is afforded to students because the course is largely externally delivered and as such course students are not required to commit to daily campus activities. This provides for the course to be undertaken alongside one's employment.

Students can usually opt to defer at the end of any term for a period of up to 12 months. Deferred students occasionally experience disruption upon re-entering due to course changes and improvements.

As well, students can attend missed seminars, mid-term study groups and small home groups at locations other than the usual one. The Distance Education Program is also available (see below for more detail).

The phased introduction of a part time course delivery option from 2015 provides additional flexible learning possibilities.

Distance education program (DEP)

Distance education is available to students who for various reasons are unable to attend all of the seminars. Due to the competency nature of the course, special conditions apply in the DEP.

Whilst the DEP will enable students to attain the Graduate Diploma at the end of the three-year training program, students will need to ensure they have completed sufficient counselling hours if they want to receive PACFA recognition.

It must be kept in mind that the training program is competency-based and not simply an academic exercise. It includes personal and professional (skills) development involving class interaction, sharing, tutorial groups, personal mentoring, demonstrations, videos, skills exercises and so on that are not easy to attain at a distance. Students are therefore strongly encouraged to attend seminars where possible.

The official commencement dates for the DEP are in early February and end of July.

Students applying for the DEP are required to commit themselves to the following:

- detailed study of the unit readers
- engage twice each term with an appropriate person in their location (e.g., aifc student or local counsellor) for support and to complete the skills training assessment tasks
- find a suitable learning partner in order to complete the basic counselling skills exercises
- carefully listen to any audio and visual recordings or CD's/ DVD's which may be sent
- complete all of the assessment tasks which may include modified assessments for DEP students

Your assessor will provide the same level of support to you as they do to all their students, regardless of location. In addition to the formal support available from aifc, students can set up their own supportive local learning environment by co-opting family, friends, local professionals and aifc graduates and people from their church community. As well as enhancing the quality of the student's learning experience it will facilitate the learning of others involved.

Korean distance education program (KDEP)

The KDEP is similar to the DEP but is for Korean speaking students living outside of the ACT or NSW region. It has two annual intakes – in early February and end of July.

Information about this program can be obtained from the KDEP director, Yun Hee (Esther) Kim Tel: 0416 069 812
E: esther.kim@aifc.com.au P: PO Box 2345, North Parramatta, NSW 2151

International student program

An International Student Program (ISP) is available to students on student visas. This program currently runs in Sydney for Korean-speaking students.

Strict government regulations on immigration and training govern the operation of this program. An International Student Pack including a Student handbook supplement can be obtained from the National Office.

International students can obtain further information about their rights and responsibilities on the Department of Education and Training website: <https://docs.education.gov.au/node/39586>

Fees

What the fees include

- Over 1000 pages of unit reading material in a series of professional binders
- assessor support
- Intensive training seminars (including tutorials)
- Optional midterm study groups

What the fees do not include

- Accommodation and travel costs
- Textbooks
- Computer software or Vimeo subscription
- Association membership
- Professional indemnity and public liability insurance
- Counselling supervision

Recognition of prior learning

Australia Institute of Family Counselling acknowledges recognition of prior learning (RPL). Only whole units of competency (not portions) may be considered for RPL. Where there is a credit transfer a non-graded assessment result for that unit may appear on an aifc Statement of Attainment or Record of Results.

Please refer to the [aifc Fee Table](#) on page 19 for RPL unit and initial assessment costs.

Audit fees

It is possible to audit aifc courses. Fees are \$180 for participants auditing by Distance or \$250 for Participants auditing at Seminar.

Audit would include:

- A copy of the course notes and Learning and Assessment Guide
- Attending the delivery of the course (either by Seminar or Livestream for DEP)
- Involvement in the experiential elements of the course included in delivery (e.g., class discussion, triads etc.)

Audit explicitly excludes:

- Assessment of work or feedback
- Involvement in assessment components of the course.

Audit participants who choose to enrol in an aifc course of study within 12 months of auditing an aifc unit will receive a full refund of their audit fees.

Fees to redo the course

If a student does not complete their studies by the end of the agreed timeframe, their enrolment status lapses and they will need to apply for re-enrolment in the following year to resume their studies. They are required to return at the seminar for the unit/s in which they will be returning and pay the applicable fees for the unit/s or apply for VET FEE-HELP by the "Administration Date."

Student fee protection policy

Student fees paid in advance are placed in the aifc Student Fees Trust Fund Account for security in the unlikely event of sudden termination of the training program.

Fee refund policy

The fee refund policy for students who do not wish to continue with the course is available on the aifc website under the VET FEE-HELP tab.

Briefly, this includes:

- 1) The withdrawal date is the date when the Change of Enrolment Form is received by student services.
- 2) Those who withdraw after the VET FEE-HELP Census date are not eligible for a refund. Only under special circumstances such as a serious illness, can the student apply to have their VET FEE-HELP balance re-credited or have their upfront payment refunded.
- 3) The student's VET FEE-HELP balance will be re-credited or upfront payment refunded.
- 4) Those withdrawing before the course commences must communicate directly with the National Office, 02 6242 5111 or email studentservices@aifc.com.au with the completed Change of Enrolment form.
- 5) Students who withdraw during the course must discuss their situation with their assessor and Regional/Program Director and submit a Change of Enrolment form to the Regional/Program Director.
- 6) The above requirements do not remove the right of the student to take further action under Australia's consumer protection laws or to seek independent legal advice and pursue other legal avenues. Attention is also drawn to the Student Complaints and Appeals policy.

Should a course offered by aifc be cancelled prior to or after commencement the following applies:

- 1) All fees paid in advance will be refunded in full.
- 2) Where a course is cancelled refunds will be provided within two weeks of cancellation.

Further information may be obtained on our website.

VET FEE-HELP

VET FEE-HELP is a loan scheme for the Vocational Education and Training (VET) sector that is part of the Higher Education Loan Program (HELP). VET FEE-HELP assists eligible students undertaking certain VET courses of study (diploma, advanced diploma, graduate certificate and graduate diploma courses).

It allows students to borrow funds up to their Fee-Help limit to help pay for all or part of their tuition fees. Students who access VET FEE-HELP assistance will have a loan with the Australian Government who will, on the student's behalf, pay their tuition fees to their approved VET provider.

VET FEE-HELP is not repayable until a student's income reaches the threshold of approximately \$54,126 for the 2015-16 income year and \$54,869 for the 2016-2017 income year.

There are eligibility requirements for VET FEE-HELP. These include the fact that it is only available to an Australian citizen; or a permanent humanitarian visa holder who will be resident in Australia for the duration of the unit of study in which they are seeking VET FEE-HELP assistance.

If you are eligible for VET FEE-HELP assistance and would like to obtain information about a VET FEE-HELP loan for your course, you should contact the aifc student services team at studentservices@aifc.com.au. aifc will need to confirm your eligibility and you will be required to supply documentation to prove eligibility. Students who are eligible for Austudy/Abstudy may also apply for VET FEE-HELP.

All other policies relating to VET FEE-HELP are available via the aifc website or further information can be obtained by calling the study assist enquiry line 1800 020 108.

Austudy / Abstudy

The courses are nationally accredited as full time courses (years 1-3 involve 20 hours per week study) so eligible students can apply for Austudy/Abstudy through Centrelink.

Applying for Austudy/Abstudy is the responsibility of the student. Information about this and application forms can be obtained from Centrelink.

The confirmation of enrolment will need to be provided to Centrelink as proof of enrolment in an eligible course. Applicants need to advise Centrelink that ALL students are enrolled through the National Office in Canberra and supply the aifc provider number and the course code.

aifc Fees

Course Cost

Course	No. of Dip, Adv Dip Core Units	No. of Elective Units	No. of Grad-Dip Core Units	Total Units	Total Cost
Diploma	16	-	-	16	\$7,440.00
Advanced Diploma	12	4	-	16	\$8,900.00
Graduate Diploma	-	4	8	12	\$10,840.00

*VET FEE-HELP is available for eligible students

Unit Costs

Description	Cost
Diploma or Advanced Diploma Core	\$465.00
Advanced Diploma and Graduate Diploma Elective	\$830.00
Graduate Diploma Core	\$940.00

RPL Fees

Description	Cost
Diploma or Advanced Diploma Core	\$186.00
Advanced Diploma and Graduate Diploma Elective	\$332.00
Graduate Diploma Core	\$376.00
Initial RPL Processing Fee	\$150.00

Audit Costs

Description	Cost (DEP)	Cost (Seminar)
Diploma or Advanced Diploma Core	\$180.00	\$200.00
Advanced Diploma and Graduate Diploma Elective	\$180.00	\$250.00
Graduate Diploma Core	\$180.00	\$300.00

Other Fees

Description (not covered by VET FEE-HELP)	Cost
Resource Fee: due at the beginning of the course	\$150.00
Transfer Fee: see page 22 for more details	\$200.00
Assignment Reassessment Fee: (after first free reassessment) per assignment	\$65.00
Late Enrolment Fee: if your application / VET FEE-HELP form has not been received 14 working days prior to the census date	\$65.00
Course Late payment fee: 10% of the total term fee (plus GST) for payments made after seminars have commenced (provided that aifc delivers invoices in a timely manner)	10%
Students who have to redo a unit will be required to pay the original unit fee again	TBC

Student policies

Use of personal information

Students are advised that personal information supplied on your application for enrolment form may be:

- Made available to Commonwealth and State agencies where required by law and
- Made available to Commonwealth and State agencies, where there are changes to your enrolment, if required by law.

aifc will not use or divulge your personal information, without your permission, except to aifc staff, students and any government body or agency to which aifc is required by law to supply information.

Gaining access to your records

Student records are stored confidentially with only authorised staff having access. To gain access to your records you are required to complete a "Personal Information Disclosure" form available from the National Office. The National Office staff will then arrange a suitable time for you to view your records. If you wish to grant access of your records to another person or organisation you can do this by completing the "Personal Information Disclosure" form. The Business Manager will then forward a copy of the information to those requesting it.

Student support

aifc staff, especially the student's assessor and assistant director, are highly committed to working together with students to achieve course competency.

The course is accredited as a full time course involving 20 hours of training per week for 40 weeks each year. Students will need to spend at least this amount of time in course contact hours, written assessment tasks, small group participation, other assessment tasks, supervised counselling and family therapy.

Students receive a comprehensive Reader and Learning and Assessment Guide for each unit of the course. They contain orientation information and full details about the course, including learning outcomes (elements of competency and performance criteria), assessment tasks, and presentation of assessment tasks and methods of assessment.

Each student in the Diploma and Advanced Diploma will be supported by an allocated assessor throughout the training program—during interviews at seminars and by personal mentoring. aifc assistant, regional and program directors are also available to assist in this. Students in the Graduate Diploma will be supported by a course coach who is based in their region as well as a specialist assessor for each unit of the Graduate Diploma.

In addition to this, students are encouraged to discuss the course content during seminars with teachers, visiting teachers and aifc staff. Some students will require additional support from staff.

Between seminars, students are encouraged to discuss issues relating to the course firstly with their assessor, then if necessary to the assistant director. A student support contact list will also be placed on the wall of the classroom at seminars

In the Advanced Diploma, students can discuss problems with their assessor and counselling issues with their counselling supervisor during supervision sessions.

Students are encouraged to openly share with their assessor any problems they may be having with the assessment tasks, issues that may be arising from the teaching, finances, or personal problems relating to the course. Your assessor will inform you of the best time and manner to contact them. Students are requested not to place unreasonable demands on their assessor or to contact them at inappropriate times.

Specifically, support in the Diploma and Advanced Diploma will include:

- mentoring sessions with the assessor at seminar
- optional attendance at mid-term study groups
- at least one mentoring session mid-term (telephone, usually limited to 10 to 15 minutes, or Moodle message), struggling students may receive additional support as negotiated.

Your assessor, however, is not expected to be your counsellor/ therapist. Students who have personal problems not related to the course should seek help through a professional counsellor. Students are also encouraged to seek personal counselling during the course whenever it is considered necessary.

Language, literacy and numeracy support

All students undergo a Language, Literacy and Numeracy assessment. An additional assessment may be required if you are applying for VET FEE-HELP. Students are required to reach a reasonable level of proficiency in these areas in order to complete the course.

Additional help

Students who may need additional help include, but are not limited to, those with disability, learning and language difficulties, those from other cultures, Aboriginal and Torres Strait Islanders and South Sea Islanders. aifc is highly committed to equity and access principles to provide additional help to students who may need it. If necessary, course delivery and assessing methods may be modified.

Students who have disabilities that may affect their studies are asked to indicate this on their application for enrolment form and to inform their assessor at the start of the course. Staff will consider this if the needs are made known in the appropriate manner and time. During the course, students are expected to seek advice, help or assistance before, rather than after, submitting their assessment tasks.

Student rights and responsibilities

As an aifc student, you have the rights and responsibilities detailed below. They are directly connected with your participation in your studies with aifc.

Students have the right to:

- a good learning environment
- receive from their assessor at the beginning of each term information on course structure, unit objectives and assessment requirements
- undergo consistent, continuous and objective forms of assessment
- receive an extension of time to submit work in the case of an emergency
- one free reassessment per unit
- receive a full explanation of a result from the teacher assessing their work
- receive a regular progress report on their overall performance
- appeal against a result to their assessor or regional/ program director
- reasonable access to teachers and assessors to discuss course-related matters outside of class time
- be free from discrimination on the basis of gender, race, family status, disability, age and beliefs
- be free from harassment, bullying and victimisation
- contribute to the evaluation of institute policies, practices and the course
- learn without interference and interruption from other students
- be taught by high quality educators who have a sound knowledge of the subject
- learn in an environment of care, support and respect
- copyright protection of your own work

Students are responsible for:

- ensuring that the work you submit for assessment is your own work
- demonstrating a high standard of Christian conduct
- following the guidelines in the Student Handbook
- working seriously at their studies and are to be familiar with the information available to your course of study
- observing attendance requirements and submit in writing explanations for all absences
- participating and cooperating in classes, tutorials and small groups
- completing all assessment requirements
- maintaining strict confidentiality in relation to personal matters shared in the classroom, tutorials, small groups and in counselling
- paying fees by the due-date
- actively seeking learning support from teachers and assessors
- treating fellow-students, institute staff and visiting speakers with respect
- help maintain aifc as a caring community
- behaving in a responsible manner which acknowledges the rights of others as well as their own
- wearing respectable, modest, clean and safe clothing at all times
- respecting the property of the institute, staff and of fellow students
- updating their personal contact details via the aifc portal
- accepting and responding to feedback.
- applying aifc WHS policies and procedures
- self-evaluating your work before submission
- accepting a high degree of responsibility for the management of your online learning
- familiarising yourself with the assessment requirements, criteria and due dates

Who do I contact?

In order to give you the best possible service, it is important you direct any queries you have to the right place. The table below should help you.

Question Type	Graduate Diploma	Diploma & Advanced Diploma
Administrative - for example: <ul style="list-style-type: none"> • Finances/Invoicing • VET FEE-HELP • CAN Notices 	National Office (phone or email)	
Course Content - for example: <ul style="list-style-type: none"> • Content queries • Assessment questions • Requests for extension • Supervision requirements • Course feedback 	Assessor for the Unit (contact via Moodle Message)	Tutor (contact via Moodle Message)
Student Journey - for example: <ul style="list-style-type: none"> • Personal difficulties • Withdrawal/deferral • Change of Personal Details • Working with Children check • RPL • Moodle • ACA/PACFA recognition 	Course Coach for your region (contact via Moodle Message or @aifc.com.au email)	

If you direct your enquiry to the incorrect place, you will be re-directed, which may delay a reply.

Program Transfers

As part of aifc's commitment to a flexible learning environment, students have the ability to transfer in any of the following ways:

- Permanently moving from one seminar based location to another seminar based location
- Moving from a Seminar based program to the English Distance Education Program (and vice versa)
 - Change of Enrolment form needs to be submitted 8 weeks prior to movement
 - Students can only move once in a single course enrolment
 - Mid-year EDEP students cannot move into the seminar based program
- Moving from full-time study to part-time study (a student cannot move from part-time to full-time)
 - Change of Enrolment form needs to be submitted 3 weeks prior to census date

Each transfer comes with a \$200 (incl. GST) processing fee (not covered by VET FEE-HELP)

Withdrawal from the course

Students considering withdrawing from the course should first refer to the fee refund policy in this handbook. To withdraw from the course, students are required to complete a change of enrolment form, available on our website, and follow carefully the process described. Student withdrawals may incur a financial penalty.

The National Office will not process, or respond to, any forms that are sent in without a Regional/Program Director's signature.

Students are encouraged where possible to complete all assessment tasks for the current term before withdrawing. This will allow them to recommence the course in the future, in a corresponding term.

Deferral of studies

Students who wish to defer their studies are required to discuss it with their assessor and Regional/Program Director (or their assistant) and complete a change of enrolment form, available from our website, and follow the procedure described.

Conduct

aifc is committed to maintaining a high standard of conduct with staff and students that is consistent with biblical and ethical standards.

Misconduct includes (but is not limited to):

- disrupting the learning of others (in classroom, tutorial group, etc.)
 - preventing institute staff or visiting speakers from performing their duties
 - endangering the health and safety of staff or students
 - any form of harassment and bullying, whether based on gender, race, age, or belief
 - wilfully damaging the property of aifc staff and/or fellow students
 - being under the influence of alcohol, prohibited drugs or substances
 - cheating and plagiarism (see: academic honesty below)
 - making a false representation as to a matter affecting student status
 - breach of rules relating to assessment
 - engaging in criminal activity
- Academic honesty and dishonesty

Students are required to acknowledge and reference all sources of information in their assessment tasks.

During the on-line submission process, students make a declaration that the work they submit is their own work and not that of any others except where acknowledged.

This applies also to couples and close friends, who must do their own work in the same manner as other students. Students who seek to gain an unfair advantage by copying other students' work, or allowing others to do their assessment tasks for them will also be penalised.

Plagiarism, this is using the work of other authors without giving credit to them, is viewed seriously in all educational organisations. Students who engage in this will be penalised.

Students are encouraged to consider that an indicator of one qualified to be a leader in the Christian community is a person who "does not pursue dishonest gain" (1 Timothy 3:8 ESV).

Disciplinary proceedings

If there is a concern or a formal complaint is received about the conduct of a student (or staff-person), the matter will be followed up and addressed by the regional/program director.

The student will be given an opportunity to explain their behaviour and a decision will be made about what action will be taken by the regional/program director at a meeting. The director may (at their discretion) escalate the matter to the Academic Manager.

Students involved in inappropriate behaviour such as breaching standards of conduct or academic dishonesty can expect consequences such as:

- a verbal warning
- a formal warning (including a note on student file)
- financial penalty as described in the incidental fees
- request to redo a particular unit or component of the course
- removal from seminar or termination of access to aifc's information systems
- given a not-yet-competent grade in a unit
- reporting to relevant authorities
- expelled from the course (indefinitely)
- suspended from the course (for a period of time or until a pre-condition is met)

Examples of pre-conditions may include:

- Letter from relevant external source (e.g., therapist, government agency)
- Proof of access to external support such as Psychological help or IT support

Student appeals and complaints policy

Access to a just and equitable process for dealing with grievances will be provided at all times.

Students wishing to make an appeal or complaint are required to proceed in the following manner and must be made within 20 working days of the incident.

- If the complaint is about another person, the individual should first approach that person to seek resolution before involving others.
- If no reconciliation can be made, the offended individual can then bring the complaint to their course assessor or assistant director for resolution.
- At this point, if the individual chooses that this be a formal complaint, a complaint and appeals form will be filled out as a record of the meeting.

Should a resolution not be met, the issue will be taken to the Academic Manager for a full investigation and resolution.

- If the individual is still unsatisfied with the results of the complaint/appeal they may request, in writing, a conversation with the aifc Chief Executive Officer and two external independent persons, arranged by the organisation, who will do everything possible to resolve the matter.

At all stages these meetings are informal and conciliatory. The student's views will be heard and respected. aifc's position and policy will be clearly communicated without prejudice.

The process for hearing the case will begin within 10 days of receiving the formal complaint/appeal. A Student must stay enrolled during the processing of the complaint or appeal.

All procedures, agreements and action steps will be recorded and held in-confidence. The student will receive a copy of the Complaint and Appeals Form, which will include the outcome and reasons for the outcome. If the decision is in favour of the student, aifc will immediately implement any corrective measures, decisions made or preventative measures as per the outcome.

A student who has a complaint about assessment should in the first instance go to their course assessor and discuss it with them. The response must begin within 10 days of the appeal. Appropriate evidence of assessment will be made available to students who appeal against decisions. If this is unsuccessful they must go to the aifc regional/program director (or their assistant) to seek resolution. If the decision still cannot be resolved, the Academic Manager is brought into the matter in view of resolution. If this is unsatisfactory the Chief Executive Officer will need to be involved.

A panel involving at least one person not associated with the student or aifc may be established if required. This would only occur in cases where no resolution was possible through the means described above.

All procedures, agreements and action steps will be recorded and held in confidence and students are encouraged at any time during a complaints/appeals process to engage a support person.

Student orientation

On the first day of the course students are taken through an orientation procedure as set out on the student orientation checklist. Some of the points covered include:

- issues raised in this handbook, including information on fees and refunds, recognition of prior learning, program orientation, student support, students' rights and responsibilities, etc.
- agreement to abide by the conditions within the handbook.
- information on workplace health and safety, language and literacy support (see special form), emergency evacuation procedures, first aid procedures, injury and incident procedures and report, sexual harassment prevention (certain types of behaviour may constitute sexual harassment, sexual harassment is unlawful, who to go to for help if harassed, all complaints will be treated seriously), victimisation and bullying incidents will be investigated. (see below for further details of WHS and other governmental regulations)
- In the DEP program, the orientation is conducted on-line.

Workplace health, safety and other governmental regulations

Students need to be aware of Commonwealth and State governmental regulations in relation to:

- 1) Workplace Health and Safety (Work Cover).
<http://www.cqu.com.au/cqu/Pages/Home.aspx>
QLD: <https://www.worksafe.qld.gov.au/laws-and-compliance/workplace-health-and-safety-laws>
NSW: <http://www.legislation.nsw.gov.au/#/>
VIC: <http://www.worksafe.vic.gov.au/laws-and-regulations>
W.A:
https://www.slp.wa.gov.au/legislation/agency.nsf/docep_%20main_mrtile_1853_homepage.html
ACT: http://www.worksafe.act.gov.au/health_safety
S.A: <https://www.legislation.sa.gov.au/index.aspx>
- 2) Workers Compensation Insurance covers all staff
QLD: <http://www.workcoverqld.com.au/>
ACT: <http://www.cqu.com.au/insurance/Business/Workers-Compensation>
WA + VIC: <https://www.qbe.com.au/business/insurance-for-businesses/people/workers-compensation/>
SA: <http://www.rtwsa.com/>
NSW: <http://www.workcover.nsw.gov.au>
- 3) Professional indemnity insurance covers staff while engaged in aifc duties and all students while counselling during the course.
<http://www.acsfinancial.com.au/>
- 4) Workplace harassment, victimisation and bullying.
<http://www.worksafety.act.gov.au>
- 5) Anti-discrimination, including equal opportunity, racial vilification and disability discrimination. <http://www.antidiscrimination.gov.au>
- 6) Privacy. <http://www.privacy.gov.au/law/act>

Students are advised that under the model legislation outlined by Safework Australia, they have a responsibility to:

- a) take reasonable care for their own health and safety
- b) take reasonable care that their acts or omissions do not adversely affect the health and safety of other persons
- c) comply, so far as they are reasonably able, with any instruction that is given by aifc or its staff

Incidents

Students involved in and incident during an aifc related event (any traumatic event causing personal harm to themselves or other) such as an accident, injury, theft, damage to property, abuse, natural disaster and terrorism should report it to their assessor, who will complete and incident report together with the student and inform the aifc Regional/Program Director who will send a copy to the Business Manager. Any necessary actions/steps to be taken as a result of the incident will be recorded and followed up.

Student feedback (evaluation)

Feedback from students on the training program is important and taken seriously, in view of the continuous improvement of the training program. Any student who wishes to make recommendations about course improvement is required to submit them to their Regional/Program Director.

Various feedback forms are also used, such as;

- Visiting teacher evaluation form – this should be completed after all visiting teachers complete their teaching, assessed by the Assistant Director and copy sent to the Academic Manager for analysis (a copy of each form will also be sent to the speaker).
- Student staff evaluation form – this is completed by each student to assess staff teaching and assessing performance at Seminar 3 and checked, feedback given to the staff person by the Regional/Program Director, and then sent to the Academic Manager for processing.
- Program Review by Students – this should be completed by all students at seminar 5 to be checked by the Regional/Program Director and then sent to the Academic Manager for analysis.

Graduation

Requirements to receive qualifications

All course fees must be paid before graduation.

To receive the Diploma of Counselling (Christian) students must satisfactorily complete all the Diploma units in no more than three years.

To receive the Advanced Diploma of Counselling and Family Therapy (Christian) students must satisfactorily complete all the Advanced Diploma units in no more than three years.

To receive the Graduate Diploma students must satisfactorily complete all the third year units in no more than three years.

A Statement of Attainment will be issued to those who only complete portions of the course.

A graduation ceremony will be held (usually the Friday or Saturday evening of the second seminar) the year after satisfactory completion of each of the relevant course.

Graduation ceremony

The graduation ceremony is generally held during the second seminar in the year following completion of the course, normally in a conference room at the course venue. Only students who have satisfactorily completed the Diploma, Advanced Diploma or Graduate Diploma will be awarded certificates at the ceremony.

The ceremony will be arranged and conducted by the Regional/Program Director, who will give you details.

Students are permitted to invite up to four visitors each, or as advised by their Regional/Program Director.

Students may arrange a celebration dinner afterwards, which will be entirely their responsibility.

A professional photographer may be present to take photographs of the ceremony and of each student receiving their certificate. These can be purchased from the photographer.

Students come to the platform one by one when their name is called to receive their certificate, and as they do they tilt their hat (mortarboard) as a measure of respect to the issuing person.

Dress

Students must be dressed appropriately for the ceremony as follows:

- Diploma students wear business dress, academic gown and a mortarboard.
- Advanced Diploma students wear business dress, academic gown and the aifc royal blue stole and a mortarboard.
- Graduate Diploma students wear business dress, academic gown and the special Graduate Diploma hood and mortarboard.

The aifc royal blue stole and Graduate Diploma hood is available on loan for graduating students and staff. Regional/Program Directors hold a stock of stoles and hoods and are responsible for their issue and return in good condition.

The aifc royal blue stole and the Graduate Diploma hood may be purchased from

Raymond W. Bredin & Son in Melbourne (Tel: 03 9763 2366).

Certificates and Record of Results

Upon satisfactory completion of your course and full payment of all fees you will receive an attractive certificate and a record of results listing the units that you have attained competence in.

Additional copies of your Certificate and/or Record of Results may be obtained from the National Office at a cost of \$20 each.

After graduation—further study and vocational opportunities

Students who wish to practice counselling and family therapy are advised to complete the whole three-year training program culminating in the Graduate Diploma of Counselling and Integrated Psychotherapy (Spiritual).

Following graduation, it is expected that students who wish to practice counselling will:

- continue to be involved in on-going education
- continue to observe the ethical principles taught
- have on-going counselling supervision
- continue membership of a recognised counselling association (CCAA, ACA, AARC, CAPA, PACFA etc.) and potentially work toward full clinical membership with these associations

If these criteria are met, there should be no reason a graduate cannot immediately practice supervised counselling in private practice (preferably in a counselling clinic), in churches, missions, schools, hospitals and government departments. Graduates may also conduct seminars on family health issues as a service to the general community.

Vocational opportunities in secular and church organisations such as community services, schools and churches depends upon the requirements of those organisation and graduates are encouraged to approach and discuss opportunities with those organisations.

aifc courses are accredited by the Psychotherapy and Counselling Federation of Australia (PACFA) and the Australian counselling Association (ACA). This opens doors to many career opportunities in the counselling industry.

Once counsellors become a graduate/clinical member with ACA or with a PACFA member association, by doing a course such as our Graduate Diploma and the necessary additional counselling hours, they are eligible to be included on the Australian Register of Counsellors and Psychotherapists (ARCAP). This register is available to the public.

Further training

Students who have received the aifc Graduate Diploma program may consider further post-graduate training by other training providers such the University of Western Sydney, LaTrobe University, Charles Sturt University, Queensland University of Technology, Catholic University, University of New England, Tabor College, Wesley College and Christian Heritage College (QLD) all who have accepted our students into their postgraduate programs.

aifc has structured learning pathways established with Tabor College (Victoria), Christian Heritage College (QLD) and Tabor College (WA).

